

## Cover Sheet

**Name of Existing Charter Public School:** The Greene School

**Location of Current School:** West Greenwich, Rhode Island

**Location of Additional Schools (if applicable):** N/A

**Enrolling Communities/ Districts:** Statewide Enrollment

**Primary Contact:** Joshua Laplante

**Role within Charter Public School:** Head of School

**Address:** 94 John Potter Road **City/State/ZIP:** West Greenwich, RI 02817

**Phone:** 401-397-8600 **Email:** [jlaplante@thegreeneschool.org](mailto:jlaplante@thegreeneschool.org)

For each school to which the charter applies, please provide:

	Grade Levels Served	Enrollment	District(s) served
<b>Original Charter, Current Status</b>	9-12	Charter 210 Enrollment 200	Statewide
<b>Expanded Charter, 5-year Mark</b>	9-12	300	Statewide
<b>Expanded Charter, Fully Realized (if not fully realized within the first five years)</b>	Same as above	Same as above	Same as above

**Charter School Type:** Independent

**Signature of Board Chair:** 

**Print Name:** Amy K. Pratt

**Position/Title:** Board President

**Date:** September 22, 2016

**Signature of School Leader:** 

**Print Name:** Joshua Laplante

**Position/Title:** Head of School

**Date:** September 22, 2016

## The Greene School

### **Executive Summary:**

In November of 2007, the founding Board of The Greene School submitted an application to the Rhode Island Department of Education to open an environmental charter high school. Our request was to serve 210 students in grades 9-12; on our cover page we stated our intent to expand after our first five years. Specifically, this phrase was on the front cover of our application:

***“We plan to expand the school to 400 students after the initial five year charter.”***

The Greene School was approved to open in 2010 to serve the initial 210 students requested in the application. As a statewide charter, we have worked diligently to bring students from all over Rhode Island together where they engage with a rigorous college preparatory curriculum aimed at preparing environmentally literate and college ready graduates. We have students from 21 school districts across the state of Rhode Island and our waiting list has been steadily increasing.

In 2014, we achieved recognition from the U.S. Department of Education as a 2014 National Green Ribbon school. The Greene School uses the nationally known and honored Expeditionary Learning pedagogy. EL Education partners with school districts and charter boards to open new schools and transform education at all levels, pre K-12, and in all settings-urban, rural, and suburban. The EL model challenges students to think critically and take active roles in their classrooms and communities, resulting in higher achievement and greater engagement in school. EL provides schools with professional development, coaching, and various tools to improve curriculum design, instruction, school culture, leadership, and assessment practices. The national network of EL schools and professional

colleagues includes more than 150 schools, 4,000 teachers, and 45,000 students. In 2014, the Greene School was awarded the national distinction of EL Credentialing. The Greene School is the youngest high school to receive this distinction and as a result, The Greene School staff members have been invited to participate in various conference and think tank work sessions.

Students at the Greene School are immersed in a compelling curriculum truly centered on our mission: *The Greene School explores the interdependence of human and natural systems. Through a rigorous pre-college curriculum, we develop citizens and leaders engaged in finding peaceful and sustainable solutions to local and global challenges.* If our expansion request is accepted, we will have the opportunity to develop even more environmentally literate students and leaders each year.

With support from the leadership of the University of Rhode Island (both Dr. Robert Carothers and Dr. David Dooley) The Greene School's Board of Directors began plans to build on our intended location at the W. Alton Jones Campus in West Greenwich. With a generous grant from the Rhode Island Foundation, The Greene School completed a Master Plan for our proposed green campus. The planning process was informative for all involved but ultimately, changing situations at the university resulted in a reevaluation of third party land leases. Now the Board of Directors and the Administration of The Greene School have worked to obtain a permanent site for the growing interest and budding Greene community. After signing a purchase and sales agreement with Gateway Healthcare, The Greene School Board of Directors submitted a USDA Rural Development loan application in July 2016 to secure funds to purchase our current property at 94 John Potter Road in West Greenwich, Rhode Island. The property offers over 70 acres of natural forest, stream, and

pond ecosystems with an already existing infrastructure that holds the potential to enhance The Greene School's vision which strives to impart the values of integrity, compassion, tolerance, perseverance, and responsibility-both personal as well as societal. By providing direct experiences in nature, along with the latest in environmental science and technology, The Greene School prepares students to be informed, skilled, innovative, and involved community leaders. Students at The Greene School grow academically and socially, become the environmental stewards of the future, and actively manage the limited resources that we share as a global community.

One of the important components of the vision of The Greene School is to have students from all over the state of Rhode Island working together to learn about the environment. We have worked diligently and deliberately to reach out to all communities of Rhode Island in order to have a diverse and statewide learning community. We have been successful and are currently serving students from 21 districts and prioritize funds to offer transportation for all students. The Greene School is truly a statewide charter, uniting as a community and placing no undue strain on any sending district.

Our charter recently received reauthorization from RIDE for another five years. Now, as stated in our original charter application in 2007, we wish to expand enrollment. Our waiting list is strong with 113 wait-listed students for the 2014-2015 school year and an increase to 220 wait-listed students for the 2015-2016 school year. Our informational Open House events are overflowing. Since we pull from such a wide range of districts across the state, our expansion will not strain any one sending district.

Our students are thriving. In addition to building environmental literacy and engaging in a rigorous pre-college curriculum, our second graduating class (last year)

received \$892,700 in college aid. Our test scores have consistently been at or above the state average with the exception of a couple of years of mathematics (including Year 2 of the school and this past year). This is a high priority concern for which we have a strategic plan in place to address how to support our new math teachers as well as our students who are in need of additional support. We strongly believe more children will benefit from an opportunity to experience learning in The Greene School community. To allow our community to retain its structures and school culture, we are requesting expansion to 300 students, not the originally planned 400 students. *See Appendix B: Staff and Enrollment Projections.*

The structure of The Greene School learning community will remain relatively the same with the small increase of students but will enable the school to secure staff to meet the academic, social, and emotional needs of each student while creating opportunities to explore learning through new courses and field work experiences, and transportation to build a statewide community of learners engaged in environmental education.

By expanding to 300 students, we would remain a small high school that can continue to engage students in diverse learning opportunities while also strengthening our bottom line. The proposed expansion will provide the revenue to continue building Expeditionary Learning practices, provide supports for struggling students, and promote high levels of student achievement for all learners. This revenue will allow The Greene School to successfully promote a mission of developing citizens and leaders from across the state in finding peaceful and sustainable solutions to local and global challenges.

## **Narrative:**

### ***Section 3a. Expansion Plan and Timeline***

This expansion plan for The Greene School has been developed as a collaboration between the Administration, Board of Directors, and staff at The Greene School. It has been reviewed and discussed from the lenses of: staffing, enrollment, enrollment applications, climate/culture changes, fiscal management and facilities over the past several years. Based on these lenses, we have generated an expansion request that would begin in 2018-2019. This would allow us time to engage in a capital improvement plan to enlarge our facilities and manage property renovations. Our goal is to expand from 210 students to 300 students over the course of four years.

In 2018-19, we would increase the number of grade 9 and 10 students to 75 students per grade for a total of 250 students, which represents an increase of 50 new students entering The Greene School. We would use the 2017-2018 school year to set up the structures necessary to support training and orientation for the additional students and staff. In, 2019-2020 we would have these grades move forward in the high school and enroll another 75 students in grade 9 for a total of 275 students. We would continue this model until we have four classes at each grade level in 2020-2021. See Appendix A: Staff and Enrollment Projections

The Greene School is applying for an expansion to 300 students in order to maintain smaller class sizes, build structures and systems to more effectively support students with learning and linguistic needs, and expose more students to the natural world as stated in the mission and expressed through our vision. Additionally, with the purchase agreement in effect with Gateway Healthcare, we are requesting the expansion at this time to ensure

that the human and fiscal capital are in place to promote long-term sustainability of our school program and maintenance of our facilities. As a Rhode Island public charter high school strategically located on 70 acres in West Greenwich, it is our plan to continue promoting school choice for students residing in the southern and western school districts while continuing to build a community that is rich in diversity by enrolling students from districts that are underserved and schools that are low performing. The 2016-2017 demographic data demonstrates our commitment to engage students statewide in environmental education, innovative teaching and learning practices, and impactful civic and leadership opportunities.

**Table 1: Changing Demographics**

	Class of 2016 (n=33)	Class of 2017 (n=46)	Class of 2018 (n=49)	Class of 2019 (n=52)	Class of 2020 (n=48)
Urban	30%	48%	65%	50%	60%
Suburban	18%	13%	10%	13%	15%
Rural	52%	39%	24%	37%	25%
<b>Geographic Landscape for 2016-17 School Year (n=195)</b>					
Urban			56%		
Suburban			13%		
Rural			31%		

The Greene School has a strong plan for expansion based on applications and the ability to develop capacity and sustainability by the members of our learning community. Space in the building has been a limiting factor for The Greene School. However, the Board of Directors have signed a purchase and sales agreement with the owners of the property

at 94 John Potter Road in West Greenwich, which provides the opportunity to easily expand our physical plant to support more students. An expansion in 2018-2019 is well timed as it would support the development of the property into a lively school campus community and ensure financial sustainability while offering resources for improved curriculum and instructional innovation, and facility maintenance and development.

If The Greene School were approved to expand to 300 students, we would expand to four classes per grade level. This model would allow for multiple teachers at each grade level and build capacity for support staff. *See Appendix C for a detailed fiscal plan.*

Based on the last four years of applications for admittance to The Greene School, we have determined that there is enough support to increase enrollment in 2018 to 75 grade 9 students and the addition of 25 new grade 10 students. This will allow us to build our student enrollment while maintaining the school climate and culture. It is a similar “build out” model that was successfully used to start The Greene School.

The School Leadership Team has developed structures needed to successfully incorporate more staff and students in 2018-2019. These structures include a new school course schedule and renovations to the three campus buildings, which are part of the property we will purchase. Additionally, The Greene School routinely schedules five days of professional development at the beginning of the school year for all staff and an additional two days of training for new staff. Monies are also routinely allocated to send all new staff to a one-week Expeditionary Learning Summer Institute, and we would assure the allocation of necessary funds for this professional development to support all new staff during our expansion.



### ***Section 3b: Mission Statement***

The mission of The Greene School encourages students to explore the interdependence of human and natural systems. Through a rigorous pre-college curriculum, we develop citizens and leaders engaged in finding peaceful and sustainable solutions to local and global challenges. This expansion will allow us to carry out our mission and promote environmental education for an additional 90 students who can become the ambassadors and environmental stewards of the future.

The Greene School embraces an expeditionary-based pedagogy and strives to impart the values of integrity, compassion, tolerance, perseverance, and responsibility-both personal as well as societal. By providing direct experiences in nature, along with the latest in environmental science and technology, we prepare our students to be informed, skilled, innovative, and involved community leaders. Our students will grow academically and socially, become the environmental stewards of the future, and actively manage the limited resources that we share as a global community.

### ***Section 3c: Community Need and Support***

As we hear on the news circuit and in the political views of our local, state, and national leaders, there is a real need for students in the next generation to become environmentally literate. In light of the most recent political pressures, schools need to partner with community organizations and agencies to build a better world where people are well informed decision makers and empowered leaders that acknowledge the global crises surrounding climate change and its impact on global sustainability. Agencies such as our founding sponsor the Audubon Society of Rhode Island, The Nature Conservancy, which is the world's largest conservation organization, and Save the Bay Rhode Island as

well as other local and national organizations are missioned with protecting the natural world and its resources, and educating our citizens to be more active and productive stewards of the environment. These organizations, and others such as EcoRI, work collaboratively with Greene School educators to develop and share best practices to support environmental literacy.

It is important to know that The Greene School has been successful in constructing an educational institution that serves students from 21 districts with the understanding that all students across the state can apply for the admission. In fact, The Greene School prioritizes funds to offer transportation for all students. The Greene School is truly a statewide charter, uniting as a community and placing no undue strain on any sending district.

The Greene School Parent Teacher Student Organization (PTSO) is an active group that supports its membership through hosting meetings each month at two locations to ensure participation opportunities for all families. The PTSO leaders also engage in a community based leadership retreat designed to bring leaders of different parts of the school community together to discuss the mission and goals of The Greene School and outline the role each leader plays in the culture of the school community (students, parents, teachers, administrators, board members, committee members, and community partners). This expansion request has been developing since 2014 (when we first submitted it) and has been a focus of conversation in and among each leadership group for several years now. Our community groups are in part the reason for the expansion request because of how important the need is for environmental education and how well The Greene School

and Expeditionary Learning programs deliver innovative teaching and learning experiences.

There is a great deal of support from a variety of community partners for The Greene School because of its mission and success in promoting environmental literacy, expeditionary learning, and social justice across all content area. This section highlights only some of the organizations seeking to partner with The Greene School. Additionally, parents have included letters of support for the expansion based on the experience provided for all children.

The Rhode Island Environmental Education Association (RIEEA) has invited The Greene School to work collaboratively on planning, designing, and implementing a K-12 Environmental Literacy Assessment Plan in partnership with The Rhode Island Foundation, North American Association for Environmental Education (NAAEE) and New Knowledge. This collaboration was honored and recognized by Senator Jack Reed on July 13, 2016.

Additionally, The Nature Conservancy recently granted The Greene School four student intern spots within the Leaders in Environmental Action for the Future (LEAF) program. As described by The Nature Conservancy, “the LEAF program works to grow the next generation of conservation leaders by providing paid summer internships for students in nature across the nation each July. The LEAF model supplements environmental education in the classroom with real-world experiences for youth from urban communities, and increases student awareness of higher education and career paths in conservation.” As part of this work, The Greene School will share best practices and scientific resources with other environmental high schools.

This year, The Greene School has been invited to collaborate in a yearlong capacity building project with Teach City. **Teach City** is a partnership facilitated by Common Ground High School, the nation's oldest environmental charter high school, a program of the non-profit New Haven Ecology Project. The partnership is a response to the specific environmental challenges facing urban communities in New England related to climate change and clean air, clean water, cleaning up communities, and promoting human health by building the capacity of public high schools in these cities to create a new generation of urban environmental stewards.

The Coastal Resources Center at the URI Graduate School of Oceanography (CRC) and The Greene School have developed a partnership to work with the Block Island School and Deep-water Wind who are the developers of the Block Island Wind Farm. This partnership is a response to the demand for the Block Island Wind Farm (BIWF) to have outreach and educational materials targeted at youth audiences nationwide. As members of the Block Island partnership, The Greene School students will be developing outreach and educational materials targeted at youth audiences nationwide. They will also present their learning at an energy solutions summit that The Greene School will host and facilitate for middle school students in Rhode Island.

Each of these partnerships will continue to thrive and support student learning, leadership, and environmental literacy and stewardship if our school population were to increase.

### ***Section 3d: Goals***

As an EL Education institution, we are charged with designing and implementing a school wide work plan that is derived from the Expeditionary Learning framework. We

revise and build upon these goals each year, as we continually strive to improve teaching and learning at The Greene School. For 2016-17, our goals fall within the following three elements: Mastery of Knowledge and Skills, Character, and High Quality Student Work. Each of the goals listed in the work plan is aligned to The Greene School successes and areas of need for support.

As the state continues to explore standardized assessment tools, The Greene School continues to identify indicators for success such as graduation rates, daily attendance, high quality student work presentations to authentic audiences, and environmental literacy practices. Additionally, The Greene School continues to outperform the state in Science NECAP and PARCC Reading but has fallen short in mathematics, which has now become a focused priority as reflected in our work plan.

EL Education works to hold each member school accountable for actionable goals and high performance through a Midyear Review process and Implementation Review. These reviews provide ratings through a specifically designed rubric aligned with the EL Education core practices of curriculum, assessment, instruction, culture and character, and school leadership. The purpose of the Midyear Review is to provide a formal checkpoint regarding progress toward work plan goals. Even though the EL coach routinely checks in informally with leaders and teachers at The Greene School about progress, the Midyear Review is an intentional structure for addressing successes and challenges regarding implementation of the plan.

Prior to the Midyear Review, EL Education collects staff survey responses, focus group interviews of teachers, leaders, and/or students, and provides the staff with an opportunity to self-assess progress toward the school goals. In this way, EL Education

partners with The Greene School to help the school reflect on progress throughout the year. This partnership also provides a routine for holding The Greene School accountable for progress toward achieving their goals. Table 2 shows the standards that we focus on in our annual implementation review. We then share our work plan, which identifies our goals, supports in place, and evidence to measure progress toward achieving each goal.

**Table 2: Implementation Review Standards of Practice**

**EL Education IR Power Practices**

<b>I. Curriculum</b>		
1	Mapping Skills & Content	CP 1A,B,C
2	Case Studies	CP 4B
4	Projects & Products	CP 5A,B,7C
6	Learning Expeditions	CP 2A,B,C
<b>II. Instruction</b>		
1	Effective Lessons	CP 10B; 11D
2	Supporting All Students	CP 11E; 12A-E
3	Reflecting & Structuring Revision	CP 11H,J
4	Culture of Reading	CP 13B,C
5	Culture of Writing	CP 14A,B,C
6	Culture of Mathematics	CP 15A,B,D
7	Integrating the Arts	CP 18A,B,C
<b>III. Assessment</b>		
1	Learning Targets	CP 20D
2	Assessment For Learning (AFL)	CP 21A-F
3	Quality Assessments	CP 22A,B,C
4	Communicating Student Achievement	CP 24A,E,F,G
5	Analyzing Assessment Data	CP 23B,C
<b>IV. Culture and Character</b>		
1	Community of Learning	CP 25A,C
2	Crew	CP 27A,B
3	Fostering Character	CP 26A,B
4	Engaging Families	CP 28B,D
5	Beautiful Spaces	CP 29A,B
<b>V. Leadership</b>		
1	School Vision	CP 31A,B; 38A
2	Using Data	CP 34A,B; 31C,D
3	Supporting Planning, Assessment, & Instruction	CP 33C
4	Positive School Culture	CP 35A,B
5	Professional Learning	CP 36D,E; 32B

## The Greene School Work Plan - 2016-2017

Work Plan Overview: The table below will provide an “at a glance” summary of the multi-year impact goals, annual performance benchmarks across all three dimensions, high-level data points, implementation priorities for this year, and the foundational leadership goal. This summary should be shared with stakeholders and could be used with some in lieu of the comprehensive work plan.

<b>4-Year Impact Goals</b>	<b>Mastery of Knowledge and Skills</b>	<b>Character</b>	<b>High Quality Work</b>
	Students will gain in proficiency in all areas, as measured by PARCC, NECAP and curriculum-embedded assessments, and will graduate with the mastery of skills and knowledge necessary to be college and career-ready. <i>These are the same inspiring multi-year goals created during the Performance Benchmark setting process. They remain the same for the entirety of Phase 2 - School wide Transformation. While separated here, they may be the same across dimensions.</i>	All students feel a deep sense of belonging and participate fully in our collaborative community and beyond.	All students produce high quality work that has value and meets a need within their community.
<b>2016-17 Performance Benchmarks</b>	Through the implementation of a cohesive and comprehensive curriculum, students will gain in proficiency, as measured by curriculum-aligned assessments and standardized state assessments. <i>These are taken directly from the Performance Benchmark document for the current year. There should be at least one Performance Benchmark for each Dimension of Achievement (even if there is not a corresponding implementation priority for that year).</i>	Build and maintain community through crew, as measured by tools to be developed this year, including school culture survey, rubrics on student-led circles, student self-assessment on norm-keeping, and quality of participation in school-wide initiatives.	Students will produce work that shows greater complexity and craftsmanship.
<b>2016-17 Implementation Priorities</b>	CP1: Mapping Skills and Content CP2: Designing Learning Expeditions <i>Name the high-leverage Core Practices that will be the focus for this year's work. Strive for no more than 5-7 per year.</i>	CP 25 - Building a Community of Learning (focus on Crew and Restorative Practices) CP27 - Establishing Structures for Knowing Students Well	CP 11: Delivering Effective Lessons CP 12: Differentiating Instruction
<b>2016-17 Leadership Goal</b>	<p>(1) Use data purposefully and transparently to inform the program.</p> <p>(2) Build a strong professional culture “characterized by trust and respectful collegiality.” (CP 35)</p> <p><i>The leadership goal should also stay the same for multiple years, although the related implementation priorities will change. This goal should be directly aligned to the Terrain of Instructional Leadership. This goal is foundational in successfully implementing the Core Practices and meeting all Performance Benchmarks.</i></p>		

## Goals:

**4-Year MKS Impact Goal:** Students will gain in proficiency in all areas, as measured by PARCC, NECAP and curriculum-embedded assessments, and will graduate with the mastery of skills and knowledge necessary to be college and career-ready.

*This is the inspiring multi-year impact goal for Mastery of Knowledge and Skills. This is then broken down into annual performance benchmarks, which are held below for the current year. This goal stays the same every year until a school achieves its EL Education Credential.*

**2016-17 MKS Performance Benchmarks:** Through the implementation of a cohesive and comprehensive curriculum, students will gain in proficiency, as measured by curriculum-embedded assessments and standardized state assessments.

- Implement a standardized monitoring tool for ELA and math (e.g. STAR) by October, and growth goals based on results of baseline administration
- Implement quarterly curriculum-embedded performance benchmarks, to begin in early November, in ELA and math, and set growth goals in ELA and math based on results of baseline administration

**Rationale (How will this year's implementation priorities move you towards meeting this year's MKS Performance Benchmarks?):**  
If there is a greater focus on text selection and curriculum design -- topic, targets and tasks -- within individual units as well as the four year progression of skills, then students will have students will demonstrate greater skill development and will have higher levels of engagement. If teachers are engaged in the collaborative process of curriculum evaluation, then their capacity to recognize and develop quality curriculum will increase.

*This forms a Theory of Action about how this year's implementation priorities will help the school meet this year's Performance Benchmarks and make progress towards the 4-Year Impact Goal.*

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress												
We can develop a comprehensive, cohesive curriculum, including revised learning expeditions. This curriculum will incorporate effective, measurable assessments that represent a respectful level of complexity for all students. <div><div>1. Align with standards (the right <b>targets</b>).</div><div>2. Choose the right</div></div>	<div>Summer - Create draft scope and sequence with topics and texts for learning expeditions.</div> <div>Summer - Create learning targets for subjects core subjects</div> <div>Start the first quarter of the year with curriculum written for Math, Science, History, ELA.</div>	<div>Name national institutes and other on-site professional learning.</div> <div>Be as specific as possible to name the existing structures (whole-staff PD, PLCs, coaching of lead teachers) that will be leveraged in service of this year's priorities.</div> <div>Sara to facilitate day-long curriculum planning day for humanities teachers.</div>	<div>Evidence of Student Growth Baseline</div> <div>PARCC scores 2014-15:</div> <table><tr><th></th><th>State</th><th>School</th></tr><tr><td>ELA 9</td><td>32.8</td><td>31.8</td></tr><tr><td>ELA 10</td><td>31.4</td><td>41.46</td></tr><tr><td>Alg 1</td><td>25.5</td><td>10.26</td></tr></table>		State	School	ELA 9	32.8	31.8	ELA 10	31.4	41.46	Alg 1	25.5	10.26
	State	School													
ELA 9	32.8	31.8													
ELA 10	31.4	41.46													
Alg 1	25.5	10.26													



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**4-Year Character Impact Goal:** All students feel a deep sense of belonging and participate fully in our collaborative community and beyond.

*This is the inspiring multi-year goal for Character and Engagement. This is then broken down into annual performance benchmarks, which are held below for the current year. This goal stays the same every year until a school achieves its EL Education Credential.*

**2016-17 Character Performance Benchmarks:** Build and maintain community through crew, as measured by data and by tools to be developed this year, including school culture survey, rubrics on student-led circles, student self-assessment on norm-keeping, and quality of participation in school-wide initiatives.

<ul style="list-style-type: none"> <li>● School culture survey administered 3x/year, yielding quantifiable data. Growth benchmarks per grade level, TBD based on initials administration.</li> <li>● Daily Attendance Rate of 90% or higher</li> <li>● Tardy data</li> <li>● Decrease in-school and out-of-school suspension rate by 25% (2015-16 = 15 students)</li> <li>● Decrease number of students who receive multiple suspensions (2015-16 = 3 students)</li> <li>● Office referral data</li> </ul>	<p><b>Rationale (How will this year's implementation priorities move you towards meeting this year's Character Performance Benchmarks?):</b></p> <p>If we develop a strong culture of community through crew leaders then students will have increased engagement in the school community, higher relational character skills, and increased habits of work.</p> <p><i>This forms a Theory of Action about how this year's implementation priorities will help the school meet this year's Performance Benchmarks and make progress towards the 4-Year Impact Goal.</i></p>
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Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>Use crew to build and maintain community.</p> <p>Incorporate RP transparently into Crew by running RP circles at least weekly.</p> <p>Incorporate friendly competition between crews to build stewardship, leadership and participation.</p> <p>Use Positive Discipline to respond consistently to student behaviors, with a focus on repairing the harm (LLT)</p>	<p>Development of tools to measure how crew builds and maintains community.</p> <p>Review and revise crew curriculum</p> <p>Build capacity in crew leaders, and especially in new teachers.</p> <p>Systematically collect discipline data to determine patterns and make decisions about whether student behavior is being addressed fully, fairly and effectively.</p>	Networking opportunities - school visiting and contacts	<p><b>Evidence of Student Growth Baseline</b></p> <ul style="list-style-type: none"> <li>● Disciplinary data from last year - number of incidents, number of students, types of incidents, consequences.</li> <li>● HOW data - baseline data to be reviewed in September, and growth benchmarks set 3x/year, yielding quantifiable data.</li> <li>● School culture survey administered Growth benchmarks per grade level, TBD based on initials administration.</li> <li>● Attendance and tardy data</li> <li>● Suspension data</li> <li>● Office referral data</li> </ul> <p><b>Mid-Year:</b> Check in on same data points against benchmarks TBD</p> <p><b>End-of-Year:</b> Check in on same data points against benchmarks</p>

<p><b>4-Year High-Quality Student Work Impact Goal:</b> All students produce high quality work that has value and meets a need within their community.</p> <p><i>This is the inspiring multi-year goal for High-Quality Student Work. This is then broken down into annual performance benchmarks, which are held below for the current year. This goal stays the same every year until a school achieves its EL Education Credential.</i></p>	
<p><b>2016-17 Quality Work Performance Benchmarks:</b> Students will produce work that shows greater complexity and craftsmanship.</p>	
<p><b>Rationale (How will this year's implementation priorities move you towards meeting this year's Quality Work Performance Benchmarks?):</b></p> <p>If teachers plan performance tasks that have authentic purpose in the larger community, and deliver effective lessons that create purpose and build students curiosity, then students will be motivated to produce work with greater complexity and craftsmanship. If teachers provide opportunities for students to receive critique and revise their work through multiple drafts, their work will be of high quality. If teachers differentiate by providing appropriate scaffolding, all students will produce high quality work.</p>	

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
Structure revision and critique for students.	Use High Quality Work Protocol to assess the quality of student work during a PD session at the end of every learning expedition	Support coaching capacity of Leadership Team	<b>Evidence of Student Growth</b>
Deliver lessons in Workshop 2.0 format			<b>Baseline</b> QWP notes from 2015-16
Differentiate instruction			<b>Mid-Year:</b>  <b>End-of-Year:</b>

<p><b>Leadership Goal:</b> (1) Use data purposefully and transparently to inform the program. (2) Build a strong professional culture "characterized by trust and respectful collegiality." (CP 35)</p>
<p><b>Rationale:</b></p> <p>If we build a culture of data we can learn to evaluate and revise our curriculum to best meet student needs. To do this work, we need to build a strong professional culture. There are 7 new faculty this year and new leadership structures in place. This is an opportunity to create a strong, sustainable adult culture based on mutual respect and trust.</p>

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>We can...</p> <ul style="list-style-type: none"> <li>conduct a data inventory (what do we have that we can access easily; how frequently do we collect it; how do we use it; what do we need; how can we collect it; what do we plan to do with it).</li> <li>learn to use data to inform all of our conversations and decisions.</li> <li>Ensure that communication throughout the professional community is open and effective. Provide systems and structures to build community and reduce feelings of isolation; for example, more opportunities to share student work across disciplines and grade levels, public shout-outs and sharing of classroom successes.</li> </ul>	<p>Consider additional formal and informal structures for administration and teachers to communicate, including channels for staff to voice concerns and provide input.</p>		<p>Evidence of Staff Growth</p> <p>Baseline: Professional culture survey (U of Chicago) Score on Partnership Conditions Rubric Mid-Year: Increasing score on Partnership Conditions Rubric End-of-Year: IR Rubrics</p>

The Greene School leadership team uses state and local data to determine and revise work plan goals. The Greene School has recognized a decrease in math proficiency and reading scores and as a result has developed literacy and numeracy goals aligned to EL Education practices for instruction. STAR Renaissance has been purchased and will be rolled out in October for a first trimester report of student knowledge and skills and will be used over the course of the year to progress monitor student learning and provide structures for lesson planning.

The Greene School leadership is developing a data collection system that will foster adult collaboration for student learning. Inquiry cycles will be improved as a result of our goal to improve data collection and management and the promotion of high quality student work for all learners at The Greene School. In most cases, the expansion will not change the goals since we are proposing to expand each class only slightly. In a few cases, specifically for students who are English learners or receive special education services or even students who enter below grade level in reading and/or mathematics, we will be better able to address those needs and support their learning with the increased support that the expansion will provide.

It is clear that the EL Education and expedition planning at The Greene School has fostered high achievement in the sciences and in literacy initiatives, The Greene School has worked to incorporate math as active components of all field- work and learning experiences. The Greene School continues to demonstrate success in student achievement, college access, and inclusion for all learners. It is through this expansion and an active work plan targeted to meet the needs of The Greene School community that The Greene School will continue to meet with great success.

### **Section 3e: Educational Program**

Our educational program contains a wide array of elements that support the learning (academic, social, and emotional) of all students. As a statewide charter that currently educates students from 21 different districts across the state, we know our small school model and mission-led design are clear reasons that families attend The Greene School. In this section we discuss our plan to sustain and improve on our track record of high performance; our structures, pedagogy, and practices; and our structures that make The Greene School unique.

#### **Sustain a Track Record of High Performance**

##### **Student Learning**

In addition to standardized test scores, students and educators at The Greene School mark growth in a variety of ways that include the use of in-class formative assessment tasks, course specific summative assessments, sophomore passage portfolios, presentations, and senior graduation projects. Our expedition-based curriculum (all expeditions have a science component), along with our environmental science- based mission, are reflected in The Greene School students outperforming the state on Science NECAP assessments every year for the last four years (2015 results report a similar success). See Table 3.

**Table 3. NECAP Science Proficiency: Grade 11**

YEAR	STATE PROFICIENCY	THE GREENE SCHOOL PROFICIENCY
Spring 2012	32	49
Spring 2013	30	40
Spring 2014	30	45

NECAP Reading and Writing scores also show that The Greene School had outperformed the state (see Tables 4 and 5). Mathematics is the area of need for continued support. A common problem across the nation, The Greene School has put in supports and developed strategies for improvement. New staff members have been hired to teach mathematics, and the school has adopted the Eureka math curriculum as a frame for refining The Greene School math curriculum. Additionally, we have built a collaboration with three other charter schools in Rhode Island to learn together through a year-long course from The University of Pittsburgh's Institute for Learning. As our math team widens its professional learning community, they will continue to develop curriculum and assessment tools while also improving practice and pedagogy. Special Education and math early intervention supports have been instituted and the team prioritizes the success of each individual.

The implementation of PARCC has proven to be a challenge. Our scores on PARCC do not reflect the same success as the NECAP assessments. The shifting of PARCC to grade 9 may make it difficult to use as an assessment for student growth and academic success. The Greene School will be using the STAR Renaissance assessment tools to monitor student progress in reading and mathematics. Our work plan highlights literacy and numeracy as high priority goals for each school year and is aligned with the core practices of EL Education.

**Table 4. NECAP Reading, Writing, and Math Proficiency**

<b>NECAP Test</b>	<b>2011-2012 State</b>	<b>2011-2012 The Greene School</b>	<b>2012-2013 State</b>	<b>2012-2013 The Greene School</b>	<b>2013-2014 State</b>	<b>2013-2014 The Greene School</b>
<b>Reading</b>	76	100	79	90	76	87

<b>Writing</b>	51	58	50	54	58	61
<b>Math</b>	30	28	32	38	32	44

**Table 5. School Based PARCC Data**

2015 # Enrolled	2015 % Tested	2015 % Level 1	2015 % Level 2	2015 % Level 3	2015 % Level 4	2015 % Level 5	2015 % Level 4 + Level 5	Difference: 2015 to 2016 % L4+L5	Difference: 2015 to 2016 % Tested
83	95	16.5	40.5	35.4	7.6	0	7.6	-4	2
2016 # Enrolled	2016 % Tested	2016 % Level 1	2016 % Level 2	2016 % Level 3	2016 % Level 4	2016 % Level 5	2016 % Level 4 + Level 5	MATH	
81	98	25.3	44.3	26.6	3.8	0	3.8		
2015 # Enrolled	2015 % Tested	2015 % Level 1	2015 % Level 2	2015 % Level 3	2015 % Level 4	2015 % Level 5	2015 % Level 4 + Level 5	Difference: 2015 to 2016 % L4+L5	Difference: 2015 to 2016 % Tested
92	93	20.9	15.1	27.9	30.2	5.8	36	-6	2
2016 # Enrolled	2016 % Tested	2016 % Level 1	2016 % Level 2	2016 % Level 3	2016 % Level 4	2016 % Level 5	2016 % Level 4 + Level 5	ELA	
95	96	35.2	15.4	19.8	28.6	1.1	29.7		

### Academic Excellence

The Greene School uses student-engaged assessment as a hallmark of the school. Assessment plays a key role in building an overall culture of engagement and achievement. Students take responsibility for their own learning and see themselves as the key actors in their own successes. Additionally, students and adults operate from a growth mindset – a belief that everyone is capable of high achievement and that learning comes as a result of effort. This belief permeates actions and decisions. Teachers directly teach Habits of Work at The Greene School—e.g., perseverance, craftsmanship, and responsibility. These habits of work are characteristic of the ways that the adults support students’ academic achievement at The Greene School. Whether in the realm of academic progress or Habits of



Work, the faculty and administration support all students learning through the purposeful use of learning targets.

The Greene School uses proficiency based grading that incorporates a four-point rubric system (Exemplary – Accomplished – Developing and Beginning) for all assessments, for communicating learning during the school year, and for the final mark in a course. This grading system has supported conversations with students and parents around learning and not simply about “grades” or percentiles. Teachers guide students in creating, critiquing and revising their own assessments until they are able to master and/or reach proficiency. A culture of revision is embedded in the learning community at The Greene School. We believe strongly in this component of assessment and will continue to make it even stronger over the next five years.

The Greene School uses assessments for learning (formative) and assessments of learning (summative) in order to report student learning in both academic learning targets as well as Habits of Work (HOW) learning targets. We believe this assessment system has contributed to building the climate of learning at the school. All communication teachers have with students about learning happens through the lens of proficiency and only proficiency. We will continue these discussions as we enroll our new students and staff.

The Greene School will continue to revise and improve its benchmark assessments to assure the assessments are aligned to the curriculum and instruction at the school. When appropriate, the school may move from benchmarks to interim assessments if the faculty and leadership determine that the interim assessment data would be more informative (for the administration, teachers, students and parents) in support of student learning.

### Environmental Literacy

In addition to the commitment for academic excellence, we have a commitment to improving environmental literacy. In 2014, The Greene School administration approached the Rhode Island Environmental Educator's Association to begin the process of creating an assessment aligned to the RI Environmental Literacy Plan (ELP). The Greene School has aligned its curriculum and instruction to the CCSS as well as to the RI ELP. In 2016, The Greene School partnered with the Rhode Island Environmental Education Association to build a statewide model to measure environmental literacy. This work is currently underway, and The Greene School is actively involved in building these assessment tools.

We believe this commitment to environmental literacy, sustainability and social responsibility is of national importance. The Greene School intends to be a national model of a rigorous high school that graduates environmentally literate citizens that understands and practices sustainable living.

### School Accountability

The EL School Designer who collaborates with and supports The Greene School conducts a mid-year and end of year audit and creates a final rating of the school in the areas of curriculum, instruction, assessment, culture and climate, and leadership. These ratings are compared to the other EL Schools nationwide. The Greene School has grown in most of these areas over time. See Table 6.

**Table 6. EL Mid-Year Review Results**

I.	Curriculum	2013	2014	2015	2016
1	Mapping Skills & Content CP 1A,B,C	3	4	4	4
2	Case Studies CP 4B	4	4	4	3
3	Projects & Products CP 5A,B	3	3	4	4
4	Learning Expeditions CP 2A,B, C	4	3	4	4

II.	Instruction	2013	2014	2015	
1	Effective Lessons CP 10B; 11D	4	4	4	3
2	Supporting All Students CP 11E; 12A---E	3	4	4	4
3	Reflecting & Structuring Revision CP 11H,J	3	3	4	4
4	Culture of Reading CP 13B,C	4	3	4	4
5	Culture of Writing CP 14 A,B,C	3	3	3	2
6	Culture of Mathematics CP 15A,B,D	3	3	4	2
7	Integrating the Arts CP 18A,B,C	3	3	3	3

III.	Assessment	2013	2014	2015	
1	Learning Targets CP 20D	3	4	4	4
2	Assessment For Learning (AFL) CP 21A---F	4	4	4	4
3	Quality Assessments CP 22A,B,C	3	4	4	4
4	Communicating Student Achievement CP 24E,F,G	4	5	4	4
5	Analyzing Assessment Data CP 23B,C	2	3	4	2

IV.	Culture and Character	2013	2014	2015	
1	Community of learning CP 25A,C	3	4	4	3
2	Crew CP 27A,B	4	4	5	4
3	Fostering Character CP 26A,B	3	4	5	5
4	Engaging Families CP 28B	4	4	4	4
5	Beautiful Spaces CP 29A,B	2	3	3	3

V.	Leadership	2013	2014	2015	
1	School Vision CP 31A,B; 38A	4	5	5	4
2	Using Data CP 34A,B; 31C,D	3	3	4	2
3	Supporting Planning, Assessment, & Instruction CP 33C	3	3	5	3
4	Positive School Culture CP 35A,B	4	4	5	4
5	Professional Learning CP 36D, E; 32B	4	4	4	4

In 2014-2015 The Greene School received a national distinction for Credentialing through EL Education, a huge honor since we are such a new EL learning community. As a credentialed EL school, The Greene School will also be applying to be a Mentor School in the worldwide Expeditionary Learning network of schools. The Greene School is Rhode Island's only Expeditionary Learning School.

### *School Success and Awards*

The Greene School's mission and vision of developing environmentally literate and college ready citizen leaders has provided us with opportunities and awards over the past four years. In 2013-2014, The Greene School was awarded the U.S. Department of

Education's Green Ribbon Award. In 2014-2015, the school's art teacher received RI Art Teacher of the Year and the school's chemistry teacher received New England's Traditional Environmental Educator of the Year award. Teachers and administration have been asked to present at national conferences on Expeditionary Learning, the Green Schools Network, and Project Based learning.

Maintaining the positive climate, culture, and success for our community will be paramount. We began these discussions with our EL School Designer in 2014 when we originally applied for an expansion, and we continue to build strategies for how to most effectively do this. Indeed, our expanded time to learn collaboratively prior to the start of school came out of these initial conversations.

Students at The Greene School identify at least one adult with whom they feel safe to seek out when they need help and support, and they overwhelmingly know that their teachers believe in their ability to learn and succeed in college and beyond. Students see the value of their work and learn skills of discovery, which will serve them in college and in life.

### **The Greene School's Structures, Pedagogy, and Practices**

#### **Mission and Academic Structures**

The Greene School is the only public high school in the state of Rhode Island that has a mission statement specifically focused on environmental literacy and sustainability; we capture these critical elements in our revised mission statement with the phrase "interdependence of human and natural systems". It is also the only public school in the state of Rhode Island that uses the Expeditionary Learning model. The Greene School has embedded structures that support student learning in the four core content areas, music,

language, and PE, as well as a connection to the natural world through wilderness experiences, service learning, and field work. Table 7 describes the current course of study that supports these academic elements. Were we to expand, the course of study would remain the same with the exception of our ability to offer a wider variety of elective courses and specialized support for struggling students.

**Table 7: Course of Study**

Grade Level	Core Requirement	Elective Options
9	English 1 World History Algebra 1 or Geometry Foundation of Physics Wellness Crew	Art Music Language Lab: <i>Spanish, French, Chinese, German, Latin</i> Environmental Engineering Sustainable Technologies (Science) Technology (Grade 9 and 12) SAT Preparation Statistics Facing History and Ourselves EEP Studio Art Landscape Design EEP Survey of Music Drama Yearbook Pottery Business and Economics
10	English 2 US History Geometry or Algebra 2 Environmental Chemistry Wellness Crew	
11	English 3 21 <sup>st</sup> Century History Biology Algebra 2 or Pre-Calculus Wellness Crew	
12	English 4 Sustainable Development: <i>Social Studies</i> Environmental Science Pre-Calculus or Calculus Wellness Crew	

In order to graduate from The Greene School, each student must earn 24 credits to participate in graduation exercises and receive a high school diploma. The 24 credits are typically earned over a four-year period, but some students may need more—or less—time to meet our standards. All course credits and requirements must be completed in order for

students to participate in graduation exercises. To earn a Greene School Expeditionary

Learning diploma, requirements are as follows:

- 4 credits in English
- 4 credits in Mathematics
- 4 credits in Science
- 4 credits in Social Studies
- 2 credits in electives: Fine Arts, Performing Arts, or Technology.
- 2 credits in Wellness/Physical Education and Health
- 2 credits in World Language
- 2 credits Crew
- Passage Portfolio Presentation (10th grade) and the Senior Project or Portfolio.

## **Structures That Make The Greene School Unique in Rhode Island**

### *EL Framework*

The educational program at The Greene School is framed from the core practices of Expeditionary Learning. As described in their literature:

Expeditionary Learning partners with school districts and charter boards to open new schools and transform existing schools at all levels, pre-K-12, and in all settings-urban, rural, and suburban. The EL model challenges students to think critically and take active roles in their classrooms and communities, resulting in higher achievement and greater engagement in school. EL provides schools with professional development, coaching, and online tools to improve curriculum design, instruction, school culture, leadership, and assessment practices. The national network of EL schools and professional colleagues includes more than 150 schools, 4,000 teachers, and 45,000 students.

The Greene School has created a rigorous interdisciplinary program that extends learning beyond the classroom walls, focusing on an approach where learning is active, challenging, meaningful, public and collaborative. Using the Expeditionary Learning core

practices, The Greene School has developed a curriculum that makes the standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous Learning Expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.

### Learning Expeditions

At the heart of all Expeditionary Learning Schools, including The Greene School, are Learning Expeditions which combine several elements: guiding questions, kickoff experiences, projects, fieldwork, experts, service learning, and a culminating event that features student work. As the core experience within the academic program, Expeditions are designed to allow students to explore content and skills within at least two major disciplines. In each Expedition, students undertake an in-depth examination of a compelling topic using case studies and investigations. Expeditions include a student completed “product” that has value to an external audience. For example, one such project on local water quality led to a presentation to city council on student findings, implications for the community, and recommendations for resolving pressing issues.

### Fieldwork

Students at The Greene School participate in extensive fieldwork, exploring the natural and social environments of their communities. Students in the field use the research tools, techniques of inquiry, and standards of presentation adopted by professionals. Our school has developed procedures and protocols to ensure that fieldwork is safe and productive. In addition to having students conduct research outside the school,

teachers bring experts from the community into the classroom. These experiences maximize students' motivation to learn.

### Proficiency Based Grading

The Greene School uses proficiency based grading to focus the conversation on learning instead of grades. Proficiency based grading allows students, teachers and parents to speak about learning and mastering learning targets as opposed to simply earning a final percentile grade. True to the EL Model, The Greene School communicates learning and student achievement in a wide variety of ways. Habits of Work and Academic Proficiency are separate and deliberate conversations teachers have with students to assure that all of our students graduate with a strong work ethic as well as academic proficiency. Students communicate learning in a variety of ways including: written reports, proficiency reports, exhibitions of learning, student-led conferences, portfolios, and passage presentations.

### Small Learning Community and Expeditionary Learning

The Greene School organizes teaching and learning to take advantage of its small size and to support public products, field experiences, and sustained interdisciplinary learning. These structures, the heart of the Expeditionary Learning, include:

1. Expeditions: Expeditions are the core experience within the academic program. (See above.)
2. Schedules: Our academic calendar and daily schedule are organized to promote and support deep, personal, and rigorous teaching and learning. Classes are taught within a block schedule; therefore, the school calendar is organized by quarters. If we were granted the expansion, we would continue using this same schedule structure to create more teaching and learning opportunities for students and staff at The Greene School.
3. Crew: Crews are teams of students who meet daily with an adult advisor to discuss academic issues, share accomplishments, problem-solve individual or school dilemmas, and organize student work for exit portfolios or exhibitions. Critical to the school's goal of knowing all students well, Crew allows adults and peers to get to know themselves and each other better. Through these relationships students and adults learn to support



each other and hold each other accountable to high standards. Crew is designed to build and celebrate community within a grade level, develop student leadership and public speaking and recognize outstanding demonstrations of positive character. Crew is a class that is embedded in our schedule and gives students a .5 credit if they successfully complete the course.

4. **Heterogeneous Grouping:** Students have opportunities to work together while participating in honors and college preparatory courses since they work side-by-side in The Greene School classrooms. This is a practice that would continue if we added more students. Students are expected to complete their courses and demonstrate academic mastery. All students are given opportunities to engage in an individualized curriculum to ensure they are challenged and have the skills to succeed in their courses.
5. **Wilderness Education:** Supervised by trained staff, and chaperoned by teachers and school staff, adventure education is designed to build community and teach important lessons related to the school's character traits and pedagogy. Students engage in wilderness twice a year with their grade level cohort. Wilderness currently takes place in the fall and in the spring, a schedule that would remain the same if we were to expand to 300 students.
6. **Student-Led Conferences (SLC):** EL schools insist that students take an active role in their education. The SLC is a cornerstone activity within that process. At The Greene School, SLCs are held during each semester, a practice that would remain in place if we were to expand. During these conferences, students lead a discussion of their accomplishments, needs, and goals as learners based upon work they have completed. They also share what they are learning about themselves as students, citizens, and community members.
7. **Intensives:** In the fall and spring quarters all students will participate in an "intensive", a mini-course taught by both Greene School teachers and community experts. The intensive lasts for four or five days and serves two purposes:
  - **Enrichment Intensives:** Students who have strong learning target grades and strong Habits of Work grades may choose an intensive that meets an interest or passion of theirs and is not designed to meet learning targets from one or more core academic classes. Examples include Art in Action, History and Architecture of Newport, From Farm to Table, or other relevant and compelling topics. Student can earn elective credits in these enrichment intensives.
  - **Support Intensives:** Students who are not proficient in core course learning targets will attend Building Blocks, a support Intensive. However, in order to promote a strong work ethic, students will not be allowed in Building Blocks unless they have a 2.5 or above in the specific class's Habit of Work (HOW). Students can earn credit toward one or more of their core courses in these support intensives
8. **Community meetings:** In Expeditionary Learning Schools, students come together in community meetings at each grade level, across grade levels and as a whole school to

connect to one another, share learning experiences, offer each other feedback, and celebrate successes. At The Greene School, gathering as a school community on a regular basis is an important way we create and sustain a positive, productive, and respectful school community.

### *Restorative Practices*

The Greene School is a Restorative Practice learning community and partners with the Youth Restoration Project to ensure education and fidelity to the belief in all children. Restorative Practices is a positive approach to managing student behaviors that fosters community, builds relationships, and repairs the harm that may have been a result of student actions. The school community supports the development of a tiered process that encourages a redirect system through the use of circles, mediation, and re-engagement in the learning community. Additionally, restorative conferences can be facilitated by trained administrators, teachers, community partners, and/or students for more serious or repeated infractions. Restorative practice is a voluntary structure that requires students' willingness to engage and is our community's first choice in resolving conflict and managing student behavior systems. Our work together is all about achieving our goals and making our dreams come true. Our approach to school discipline is based upon the following:

- Every student and teacher takes responsibility for his or her behavior and performance.
- Every student and teacher accepts the consequences (good and bad) of the choices they make.
- We solve our conflicts nonviolently.
- The discipline process focuses upon learning and rebuilding relationships
- The discipline process involves students, teachers, and families in solving problems.

You can see in Table 8 that our suspension rates have decreased by 9.1% as our enrollment has increased.

**Table 8. Student Suspension Data**

School Year	Total Student Population	Total Out of School Suspensions	Total In-School Suspensions	Unique Students	Percentage of total population
2010-11	84	19	16	Unav.	
2011-12	126	24 OSS/ 73 days	40 ISS/ 56 days	20	15.8%
2012-13	168	34 OSS/ 61 days	36 ISS/ 39 days	24	14.3%
2013-14	168	13 OSS/ 52 days	9 ISS/ 13 days	14	8.3%
2014-15	165	10 OSS/ 33 days	13 ISS/ 26 days	11	6.7%

We have intentionally requested an expansion that will allow us to keep all of these academic structures and unique elements of The Greene School in place for all students. While adding approximately one new classroom of students (25) per grade cohort, and additional faculty to support those additional students, we strongly believe that our learning program will continue to support all students well without any significant changes to our structures or to the quality of implementation of our unique features.

*Professional Learning Community, Accountability, and Continued Improvement*

Teachers and staff at The Greene School are part of a strong professional learning community. Every week they participate in two hours of Professional Development, practicing their craft and modeling lifelong learning. Teachers take on leadership roles in many ways at The Greene School. They learn at external conferences and then present their learning to their Greene School colleagues. They mentor new teachers into the teaching profession and the EL pedagogy. Teachers write curriculum and assessments, they consistently look at data to improve their teaching and student learning, and they know their students well.

As we move our practices forward to continue to meet the needs of all of our students and the vision and mission of our school, we will continue to work with EL Education (Expeditionary Learning) to strengthen our practices in each of these areas so as to close the gaps of non-proficient students and move towards a goal of a 100% college acceptance rate for all graduating seniors.

The School Leadership team works collaboratively and with our EL School Designer to consistently improve curriculum, instruction, and assessment of learning. The climate and culture at The Greene School are carefully developed through weekly Professional Development and in CREW (small advisories). Staff work together to assure new students have a two day orientation which helps them transition to the EL Model. This careful planning and introduction to EL will continue if The Greene School were to expand to serve 300 Rhode Island students.

The nationally recognized Expeditionary Learning Schools assigns at least one School Designer to work with The Greene School administration and staff throughout the year. While The Greene School has strong academic performance, we still work diligently with our School Designer to design and implement annual work plans based on data and feedback from stakeholders: students, parents, staff, and the Board of Directors.

In sum, while our expansion request would add approximately 20-25 students to each grade level cohort over three years, we do not expect any of our core practices, structures, or our ability to implement high- level teaching and learning to change significantly. With a phase-in place similar to the one we implemented when we opened the school, we have confidence that we can continue to build on our existing structures and routines with 90 additional students.

### ***Section 3f: Student Enrollment, Outreach, and Demand***

The most important impact The Greene School would make with this proposed expansion is to give more students who apply a spot in our learning community. We have had approximately 330 applications for 60 seats each year since our school's formation, and the number of applications has increased significantly in the past two years. We would like to provide more students with the opportunity to learn through the Expeditionary Learning model and immerse more students in the study of environmental sustainability. We believe strongly in our mission, the EL model, and the high quality teaching and learning at our school. The success of our first two graduating classes, as well as the continued improvement academically, socially, and emotionally of our current students, makes a strong case for an expanded school.

The Greene School founding Board was committed to bring students from diverse communities together for a rigorous college preparatory high school education with hands on experiences in the natural world. Our current enrollment figures show an impressive outreach and access for students in developing a statewide community of learners.

**Table 9: Student Enrollment (September 2016)**

<b>District</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Central Falls	8	4	3	4	23
Chariho	1	6	2	4	13
Coventry	13	8	7	11	39
Cranston		2	4	4	11
Cumberland	2				2
East Greenwich	1				1
Exeter/ West Greenwich		2			2
Foster		1		1	2
Johnston		1			1
Lincoln					1
Narragansett	1		2	1	4
Newport			1		1
North Kingstown	1	1	3	1	3
Pawtucket	4	4	3	2	13
Providence	4	6	13	5	19

Scituate		1			
South Kingstown	2	3	3	1	9
Warwick	1	6	6	4	17
West Warwick	3	2	1	3	8
West Kingstown					1
Westerly	1	5	2	5	12
<b>Total</b>	<b>42</b>	<b>52</b>	<b>50</b>	<b>46</b>	<b>190</b>

Our intent has always been to serve as a statewide charter that will improve the Rhode Island community's understanding of our natural world. Early efforts of the Board secured two private grants to purchase school buses that run on biodiesel. Even with this support, transportation continues to be a major and changing expense. In 2010, the state covered the cost of transportation but since transportation has become our second largest budget line item. The Greene School remains committed to truly making our learning community available to students from diverse communities. "More than forty years of social science research has shown that the socioeconomic composition of a child's school is a more powerful indicator for academic success or failure than the socioeconomic status of the child's family," (Burkholder, November 2014, *TC Record*). To be truly diverse, providing transportation is mandatory. With our commitment to building this diverse community, The Greene School graduates will understand each other and the natural world. In doing so, The Greene School is an asset for the entire state, and a burden on no one sending district.

Consistent with previous years, The Greene School actively engages with specific schools in Providence and Central Falls such as The Learning Community, Segue, Community Prep, and Sophia Academy during high school fairs as well as the Charter School fair for middle school students exploring high school schools of choice. Additionally, our guidance staff personally visits Meadowbrook Waldorf School, Quest Montessori,

Community Prep, the Learning Community, The Compass School, and St. Augustine's in Westerly for individual presentations.

The Greene School students are often presenting their work to audiences out in the community. Through student presentations of their research, projects, or other student work at local schools, agencies, and community organizations the school has many alternate recruitment avenues. Recently, Johnson and Wales University held an Environmental Fair where our school was present to offer information and participate in programming.

Outreach through the press is another avenue for recruitment. Last year The Greene School had the privilege of receiving the national distinction of Credentialing from the EL Education organization, which generated news articles. In 2014, *edibleRhody* published a feature article on our annual 100 mile-radius dinner, which is completely planned, prepared, and served by Greene School students. The Greene School continues to share our events and programs with the media and press for publication.

Open houses are another structure The Greene School uses to recruit students. This year we will hold four open house sessions which will be announced in Rhode Island Monthly, on our website at The Greene Schoolri.org, through social media outlets. We will introduce students and families from all over Rhode Island to our educational program, our staff, and our rural campus. Open House events are filled to capacity, and demand is strong for applications. Our goal is to maintain a broad and diverse student body from throughout Rhode Island while providing public school choice in a region with limited options.

### ***Section 3g: Operational Capacity***

The Board of Directors of The Greene School has maintained a membership of approximately 12 members over the past several years. It has been a priority to strengthen the Board and broaden the knowledge base and skillset of its membership. Applications have been received and potential members have been meeting with existing board members and school leaders to explore the idea of joining our team. The Board of Directors also Chair various committees as outlined in our charter and have been working to increase participation in each committee as well.

In 2016, The Greene School decided to eliminate the Principal position after careful analysis of budget and finance structures and staffing costs. It is important to prioritize student and staff needs, as the charter school funding conflicts continue. If the expansion is awarded to The Greene School, we will need to reconsider the administrative roles. Leadership positions will carry very specific duties to enhance our program and EL Education practices. The recent creation of Director positions enables our school to prioritize specific areas of need such as curriculum and instruction, and school climate and culture.

Similarly, as our numbers increase, The Greene School will need to pay close attention to special education and English learning. The demographics of The Greene School have changed significantly since the opening in 2010. The Greene School has been working on responsive practices through a full inclusionary model of instruction. Our Director of Special Education and Student Services will play an important role in the development of high quality instruction and student supports and need expanded hours.



**Table 10: Student Demographics (September 2016)**

School Data		Demographic Data 2016-2017															
		Hispanic		Black/Non-Hispanic		Asian		White		Native American		Pacific					
		53		7		1		132		2		1					
		29%		4%		>1%		67%		>1%		0					
Grade	Enrollment	IEP				504				ELL				F.R.L.			
9	42	12	6%	4	2%	9	5%	20	11%								
10	52	14	7%	11	5%	4	2%	24	12%								
11	50	7	4%	5	2%	6	3%	18	9%								
12	46	6	3%	2	1%	9	5%	14	7%								
Total	190	37	20%	22	10%	27	15%	75	40%								

Table 5 identifies the current student population. With the expansion request and the increase in students from urban communities and students with identified needs in special education and English learning, we can predict a need to increase our services to include social work, English learning instruction, and school nursing as full time rather than the part-time structure currently in place. Each position is labeled in the organization chart for the current school and at the five-year mark, which is when the organizational flow will be fully realized as requested in the expansion guidelines. *See Appendix B: The Greene School Organizational Chart.* It is important to know that with an expansion to 300 students, there will be few infrastructure changes to the organization. The greatest changes can be found in the increase of support staff to meet the demands of a larger school community.

Our original charter is for 210 students but under the previous schedule and classroom layout; The Greene School was forced to hover around 165 students. During the 2015-2016 school year, room assignments were shifted, a new lunch schedule was created, and the daily class schedule was modified and 178 students were enrolled. At the end of the school year, the faculty and students were involved in a schedule review and selection

process that resulted in our current modified block schedule. This new schedule offers opportunities for more classes, few students in each class, and a rotation that allows us to fit our charter capacity of 210. Our goal for this year is to maintain approximately 200 students so we can begin our planning and expansion goals in the coming year with 210 students making the 2018-2019 school year our first phase of the expansion upon approval from the Department of Education.

The Board has signed a Purchase and Sales agreement to buy our current facility from our landlord Gateway Healthcare. The Facilities Committee and Finance Committee have secured funding through a USDA Rural Development Loan. These committees are also working with a consultant to guide the Board through the Federal and RIDE regulations for compliance and funding. The purchase is expected to be complete in October of 2016 with renovations to be completed in the summer of 2017. When complete, The Greene School will own 3 buildings with 70 rural acres surrounded by Arcadia Management Area in West Greenwich. Monthly facilities costs will go down and our ability to provide space for more students will be in our control. This remodeling will open at least four classrooms that will be used to expand our course offerings and teaching staff when needed through the expansion plan.

### ***Section 3h: Finance and Budget***

The Greene School is a public charter high school accepts students from all districts within the State of Rhode Island. Determination of acceptance is based on a random lottery of all applicants. The five- year projected state and local revenue was calculated based on the percentage rate of students currently enrolled at The Greene School and the home

districts our students come from. The percentage rate was then carried out over the five-year plan.

The Greene School currently leases its space from Lifespan, Inc. with monthly lease payments of \$11,012.00 or \$132,144.00 per year. We have entered into a purchase and sales agreement with Gateway Health Care, INC. for the purchase of the property at 94 John Potter Road in West Greenwich, Rhode Island. With this acquisition, our monthly mortgage payment will be \$2,212.00 less per month than our current rent payment, providing an annual savings of \$26,544.00 per year.

As part of our current lease agreement with Gateway Health Care, we are responsible for our utilities, lawn care and snow removal. With the purchase of the property there will be a slight increase in cost for these items, which will be covered by the savings in rental payments verses mortgage payments.

Over the course of the expansion, The Greene School will increase its staff by approximately 9 members in order to accommodate the 300- student capacity. Staff increases will include student support personnel who are currently part time employees such as our Special Ed Director, Social Worker and Nurse. We will also hire an additional Guidance Counselor and IT Director along with other necessary content area teachers.

Transportation costs continue to be a large expense for The Greene School and will increase as our enrollment increases. The Greene School currently utilizes 5 buses to accommodate our students that travel to several satellite stops around the state. The Greene School will provide 6 buses to transport 250 students and a 7<sup>th</sup> bus to accommodate 300 students once the expansion is in effect.

The expansion would allow The Greene School to maintain a positive cash flow each year and also meet the cash reserves requirement of Rhode Island Department of Education. Attention can then be placed on developing competitive salaries and improving technology resources and educational materials necessary to drive an innovative learning community as well as funds to support the field work expectations and EL Education practices that frame our teaching and learning philosophies. The reserves will enable the school to support the renovation and capital improvement plans, as well as develops a sustainable plan for the future of The Greene School learning community.

**STATE OF RHODE ISLAND  
CHARTER SCHOOL OPERATING BUDGET PROJECTIONS**

**Charter School:**

		Implementation and Operations				
		FY2018	FY2019	FY2020	FY2021	FY2022
<b>MAJOR ASSUMPTIONS</b>						
A	Average local aid per pupil	9,045.00	9,088.00	9,071.00	9,083.00	9,083.00
B	Average state aid per pupil	5,356.00	5,356.00	5,356.00	5,356.00	5,356.00
C	Student Enrollment	210	250	275	300	300
D	Gross Square Footage (GSF) of facility	17,287	17,287	17,287	17,287	17,287
E	Staffing					
	E1. School Principals/Asst Principals					
	E2. School Support Staff	2.0	2.0	2.0	2.0	2.0
	E3. Executive Director/Superintendent	1.0	1.0	1.0	1.0	1.0
	E4. Deputies/Administrators	1.0	1.0	3.0	3.0	3.0
	E5. Program/Operations Support Staff					
	E6. Teachers	21.0	21.0	23.0	26.0	26.0
	E7. Paraprofessionals	2.0	2.0	2.0	2.0	2.0
	E8. Pupil Support	2.0	2.0	3.0	3.0	3.0
	E9. Teacher Support					
	E10. Program Management	2.0	2.0	2.0	2.0	2.0
	E11. Special Services	1.0	1.0	1.0	1.0	1.0
	E12. Facilities Maintenance	1.0	1.0	2.0	2.0	2.0
F	Staff FTE	33.0	33.0	39.0	42.0	42.0
	Subtotal:					
<b>OPERATING REVENUES</b>						
1	Local Revenue	1,899,479.00	2,271,605.00	2,484,426.00	2,724,790.00	2,724,790.00
2	State Revenue	1,124,838.08	1,331,355.47	1,467,887.93	1,596,555.57	1,596,555.57
3	Grants - Charter Schools Program	0.00	0.00	0.00	0.00	0.00
4	Grants - Private	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
5	Federal formula funds (inc. Title I, III and IDEA)	95,000.00	108,875.00	120,234.38	135,263.67	135,263.67
6	Capital Projects Funds					
7	Other:	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
8	<b>TOTAL OPERATING REVENUES</b>	<b>3,189,317.08</b>	<b>3,779,835.47</b>	<b>4,152,548.31</b>	<b>4,526,609.24</b>	<b>4,526,609.24</b>
<b>OPERATING EXPENDITURES</b>						
<b>School Management</b>						
9	Salaries: Principals and Assistant Principals					
10	Salaries: Support Staff	70,535.00	72,651.00	74,831.00	77,075.00	79,388.00
11	School Office	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
12	Other:					
13	Subtotal:	75,535.00	77,651.00	79,831.00	82,075.00	84,388.00
<b>Program/Operations Management</b>						
14	Salaries: Executive Director or Superintendent	115,473.00	118,937.00	122,506.00	126,181.00	129,986.00
15	Salaries: Deputies and Administrators	61,800.00	63,854.00	215,565.00	222,031.00	228,692.00
16	Salaries: Support Staff					
17	Legal	12,000.00	13,000.00	14,000.00	15,000.00	16,000.00
18	School Board	2,000.00	2,000.00	2,500.00	2,500.00	2,500.00
19	Business Operations	35,240.00	37,000.00	38,850.00	40,790.00	42,830.00
20	Information Management and Technology	9,500.00	9,975.00	10,475.00	11,000.00	11,550.00
21	Other:					
22	Subtotal:	236,013.00	244,566.00	403,896.00	417,502.00	431,538.00

<b>Instruction</b>					
23 Salaries: Teachers	1,057,139.00	1,107,555.00	1,238,737.00	1,410,816.00	1,461,231.00
24 Salaries: Paraprofessionals	74,821.00	77,066.00	79,378.00	81,759.00	84,212.00
25 Stipends and Bonuses	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00
26 Pupil-Use Technology, Hardware, and Software	20,000.00	25,000.00	30,000.00	35,000.00	37,000.00
27 Instructional Materials Supplies	35,000.00	35,000.00	40,000.00	45,000.00	50,000.00
28 Fieldwork	40,000.00	40,000.00	40,000.00	40,000.00	40,000.00
29 Subtotal:	1,296,960.00	1,354,621.00	1,498,115.00	1,682,575.00	1,742,443.00
<b>Instructional Support</b>					
30 Salaries: Pupil Support	118,337.00	171,930.00	179,739.00	187,935.00	196,539.00
31 Salaries: Teacher Support					
32 Salaries: Program Management	77,250.00	79,568.00	81,955.00	84,413.00	86,946.00
33 Salaries: Special Services	58,228.00	61,559.00	65,080.00	68,803.00	68,803.00
34 Guidance and Counseling	2,500.00	2,600.00	2,700.00	2,800.00	2,900.00
35 Library and Media					
36 Extracurricular	5,000.00	7,500.00	8,000.00	8,500.00	8,500.00
37 Student Services, Outreach, Recruitment	4,000.00	4,200.00	4,400.00	4,600.00	4,800.00
38 Student Health Services	2,000.00	3,000.00	3,500.00	4,000.00	4,500.00
39 Academic Interventions	5,000.00	5,000.00	5,000.00	7,000.00	7,000.00
40 Curriculum Development	5,000.00	5,000.00	7,000.00	7,000.00	8,000.00
41 In Service, Staff Development, and Support	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
42 Assessment	300.00	400.00	500.00	600.00	700.00
43 Conferences / Workshops	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
44 Subtotal:	347,615.00	410,757.00	427,874.00	445,651.00	458,688.00
<b>Operations</b>					
45 Salaries: Facilities Maintenance	28,840.00	29,705.00	70,596.00	72,714.00	74,896.00
46 Transportation	250,459.00	313,425.00	322,624.00	392,241.00	404,010.00
47 Food Services	34,000.00	33,000.00	35,000.00	37,000.00	39,000.00
48 Safety	1,600.00	1,700.00	1,800.00	1,900.00	2,000.00
49 Building Upkeep and Maintenance	12,000.00	10,000.00	12,000.00	13,000.00	14,000.00
50 Maintenance Contracts	10,000.00	10,000.00	12,000.00	13,000.00	14,000.00
51 Utilities	32,000.00	34,000.00	36,000.00	38,000.00	40,000.00
52 Lease					
53 Debt Service	105,600.00	105,600.00	105,600.00	105,600.00	105,600.00
54 Capital Projects					
55 Other:					
56 Subtotal:	474,499.00	537,430.00	595,820.00	673,455.00	693,506.00
<b>Other Obligations</b>					
57 Fringe Benefits	612,548.00	656,577.00	770,826.00	848,075.00	873,732.00
58 Insurance (non-employee)	12,600.00	12,600.00	13,000.00	13,200.00	13,400.00
59 Retiree Benefits					
60 Purchased Management Services	10,000.00	12,000.00	13,000.00	15,000.00	17,000.00
61 Other:					
62 Subtotal:	635,148.00	681,377.00	796,826.00	874,275.00	904,132.00
<b>Community Services</b>					
63 Community Service Operations					
64 Other:					
65 Subtotal:	0.00	0.00	0.00	0.00	0.00
<b>Budgeted Contingencies</b>					
66 Budgeted Contingencies					
67 TOTAL OPERATING EXPENDITURES	3,065,770.00	3,306,402.00	3,802,162.00	4,175,533.00	4,314,695.00
68 SURPLUS/(DEFICIT)	123,547.06	473,433.47	350,366.31	351,076.24	211,914.24

## Community Support: Parent Letters

September 28, 2016

To whom it concerns:

I want to express how fortunate I am that my son is able to attend The Greene School, what a phenomenal concept Expeditionary Learning is, and how it has impacted my son's life. He is the type of child who has always struggled in school, although he is a smart person.

Before coming to The Greene School, the first 6 weeks of every school year were a significant challenge. Generally, the weeks were stressful - tears and anxiety occurred daily. As he adjusted the stress and anxiety lessened after the first 6 weeks, but it was still a struggle every single day of every year in traditional public school. Daily, he expressed he didn't want to go to school. He is someone who just doesn't like school all that much, in part because of his past experience with public school. Then he started at TGS.

Sometime in October of that year it occurred to me not a single tear was shed yet. Not a single tear. Not a bit of anxiety. No stress as far as I could tell. It was in that moment I believed my son is exactly where he belongs.

He has access to college prep and honors level work. They hold all students to a high standard of excellence, and expect students to excel. But they also expect students to deeply understand what they are studying. TGS exemplifies the notion of learning is not just about a grade. Students are immersed into a learning module, taking learning to a higher level. There is also an unmatched level of support provided to the students attending TGS. This is great for not only a typically learning student but also for those kids who struggle. My son is thriving in a truly college prep environment.

Last year my son had maybe two serious episodes of anxiety while at TGS; a stark contrast to previous years where he would have panic and anxiety regularly. During those occurrences the staff was right there at his side providing him support and encouragement he needed.

While I know there is a limited chance my son will ever "love" school, overall he is happy at TGS. He has expressed to me many times he feels included. He tells me he feels like he belongs there. It's been a wonderful overall experience for me as well. If I have a question, I know who to ask and they respond immediately. Expeditionary Learning is amazing, and The Greene School is a place where so many students who want to excel can excel. All schools should mirror what is done at The Greene School.

Warm regards,



Jill Becker

[jillbecker@yahoo.com](mailto:jillbecker@yahoo.com)

September 27<sup>th</sup>, 2016

To Whom It May Concern,

My name is Laura Clavette and I have been asked to write a letter in support of the expansion of The Greene School, a state wide Expeditionary Learning charter high school located on 75 beautiful and rural acres in West Greenwich, RI. I am the parent of both a graduate and a student currently at the school in his senior year. I am proud to say that my oldest son, a graduate of 2014, was the first class to graduate after being enrolled at the school for four years. In those four years, he had very unique experiences compared to most other high school students, and I know he benefited immensely from them. The students at TGS form close bonds with their teachers and each other. They have field work off campus. They get outdoors and camp and hike. They get many chances to share wonderful ideas and use their minds with incredible support from the teaching staff. They get exposure to a school culture that is tolerant and accepting, along with a very diverse student body, much like the real world. They leave with a sense of the ten design principles of Expeditionary Learning Education, which means they can look at themselves as responsible learners, collaborators, crew members, connected to the natural world and able to make time for reflection. By keeping the education rigorous, current and relevant, I feel these design principles are important for all facets of entering our adult lives where we do have to make informed decisions and solutions to challenges we face and our students and graduates have the ability to do this. My son was amply prepared for college, both academically and socially and is currently in his junior year at Stony Brook University studying computer engineering.

My current student there now has had an equally great experience, but in a way, a much better one as the school is already open and norms and expeditions have fallen into place. Due to an incredible school leadership team, the learning expeditions and learning targets are much more fine-tuned now which has led to more in-depth learning and classroom discussions. The number of districts that the school has students from has grown over the years and my son has made many new friends with kids that he never would have met had he not attended TGS; kids that are like-minded as him and are looking for an innovative and focused school with an emphasis on the environment. At Back to school night last Thursday, it was comforting to me as a parent to hear from his crew teacher about the senior's final product this year which will be a symposium on the deep water wind project. Because the crew teachers know our students so well, he knew exactly what their individual roles would be in creating the final product as a team- whether it be the art work, the writing, the presenting or the video-editing. My son will be involved in the video-editing which is perfect for him because he is good at it and enjoys it and his crew teacher knows it. Both my sons have gained a lot of self-confidence in attending The Greene School because of the support and encouragement from staff that truly knows them.

I know first-hand that there are many other students who would like to attend TGS, to try something a little different than their district schools and be in a place where they are known and where there is a lot of support from both students and staff. Please consider our expansion request so more Rhode Island students can have the option to experience their high school years at The Greene School.

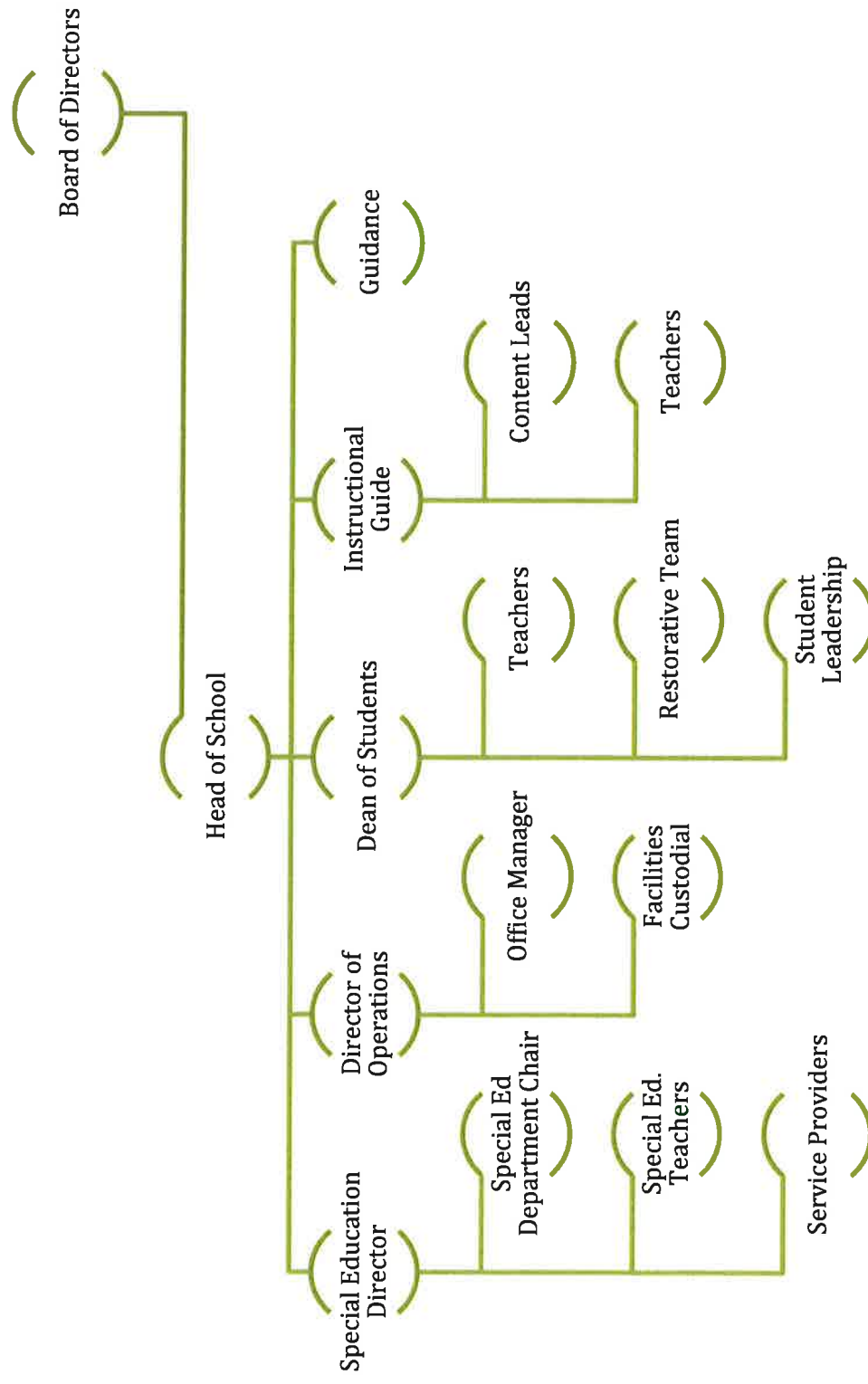
Sincerely, Laura Clavett



# Appendix A: Staff and Enrollment Projections

	2015/2016	2016/2017	Year 1 2017/2018	Year 2 2018/2019	Year 3 2019/2020	Year 4 2020/2021
GRADE	6	7	NUMBER OF STUDENTS			
9	50	53	55	75	75	75
10	50	52	55	75	75	75
11	45	50	50	50	75	75
12	35	45	50	50	50	75
<b>TOTAL</b>	<b>180</b>	<b>200</b>	<b>210</b>	<b>250</b>	<b>275</b>	<b>300</b>
STAFF	N/A	N/A	1 PE/Health 1 ART 1 Sped Ed. .25 EL Educator .5 Office Clerk	.5 Social Worker .5 Special Ed. Director .5 Office Clerk .25 EL Educator 1 Guidance	1 Custodial 1 Special Educator 1 Math 1 Development .5 Admissions	1 Science 1 History 1 special educator 1 IT Director
Changes						

## Appendix B: The Greene School Organization Chart 2016-2017



## Appendix B: The Greene School Organization Chart with Full Expansion

